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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students the basics of fire prevention in the kitchen. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

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Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

Fire

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ESF
CORE SKILLS PROJECT
YTS

OTF No: 8

PROJECT No: W51

TYPE Individual

The Further Education Staff College
Coombe Lodge, Blagdon, Bristol, BS18 6RG ✆ 0761-62503

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ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

This work-based project is written to provide the trainee with the opportunity to focus on the particular dangers of fire in the kitchen and begin to come to terms with their particular personal responsibilities. In this important subject, it is essential that the trainee is allowed to learn through guided discovery and where possible to practise the procedures.

THE LAW AND FIRE TRAINING

A major part of the hotel industry is subject to the Fire Precautions Act 1971, and this project is designed to complement the requirements under that Act. Particularly the Record of Achievement at the back of this booklet can be used as one document supporting other evidence that training has taken place. It is not intended as a substitute for the wider and specific periodic training by the act.

LEARNING OPPORTUNITIES AND CORE SKILLS

The project covers a range of learning opportunities — the world of work in its contribution to induction, the world outside work, and personal effectiveness, by enabling the trainee to find out information concerned with fire protection.

Core Skills covered, include finding out information, providing information, planning, and decision making.

ASSESSMENT

The PHASED REVIEWS are particularly important and a COMPETENT member of the staff should find time to discuss the trainee's experience and achievement after each part of the Action Plan. The assessment sheet at the back of this booklet provides an opportunity for the trainee and supervisor to discuss and record achievement.

OTHER OTFs 9 and 10

The work-based project could be usefully used in the fast food area of retail distribution where there is a high risk from fat fires. There exists also the opportunities for its use in convalescent homes and other such accommodation.

SUMMARY

This work-based project is designed to enable trainees through talking with people, observation and practical experience, to gain some understanding of the safe working practice necessary to maintain a good attitude towards fire prevention in the kitchen. It concentrates particularly on the core skills of:

(a) Communications by finding out information and providing information.

(b) Problem solving in planning and dealing with hazards and deciding courses of action

SUPERVISOR'S NOTES

Make sure the trainee has read through and clearly understands the work-based project and its purposes.

Try to make some time available each day in order to help the trainee assess progress.

Particularly go through the reviews after each Action Plan.

Exercise as little direct supervision as possible — allow the trainee to learn by doing.

When the project is complete, discuss with the trainee progress achieved.

Useful Documents

The HCITB has published a booklet 'A Guide to Health and Safety at Work'. That has a detailed section on Fire. It may be useful to obtain a copy.

OFF-THE-JOB TUTORS NOTES

The work-based project is in the main designed for use at work, the opportunities for off-the-job application and reinforcement are equal.

The off-the-job tutor's help will be needed at the point of —

identifying hazards in the home

identifying the functions of particular pieces of equipment

planning ways to overcome particular hazards

The project has the facility for extension and it might in some circumstances be possible for the off-the-job tutor to —

arrange a visit to a fire station

and provide the opportunity for actual practice with equipment

Names

TRAINEE.....

SUPERVISOR.....

TUTOR.....

Times

Please fill in the table below to show the time you spent on this work-based project. The first column has been filled in as an example.

DATE	21/1/83				
START	9·30				
FINISH	12·30				
TIME SPENT	3 hours				

BACKGROUND

Fires are costly — a major fire in a hotel can cause loss of life at worst and more often than not at least a loss of business.

It is the responsibility of each member of Staff to be attentive in his/her work and do all that is possible to prevent fires.

YOUR LIFE AND YOUR JOB IS AT RISK

Through carrying out this project you will learn to apply a systematic approach to these important responsibilities.

SITUATION

Any commercial kitchen, fast food outlet or community residential home.

PURPOSES

Doing this project will provide you with opportunities to achieve competence in the CORE SKILLS listed in the PURPOSES below. Achievement in the CORE SKILLS identified in the Purposes will be assessed and recorded on your YTS Certificate. Ownership of these CORE SKILLS will make it easier for you to transfer to different work situations and to cope with changes in your future life, as CORE SKILLS are part of every activity, both at work and outside work.

Purposes	Core skills practised	
1 Plan a Fire Prevention plan of your workplace.	Providing information in the form of a plan.	7.3
2 Find out and list the fire hazards in the kitchen and the precautions to be taken.	Finding out information. Provide information in writing.	6.0 7.3
3 Explain the safe procedures for handing over hazardous equipment.	Providing information by speaking to other people in the workplace.	7.1
4 Draw a plan of your home and detail particular fire prevention measures.	Planning how to deal with hazards and difficulties that might arise. Deciding between alternative courses of action.	9.9 10.3
5 Demonstrate the action to be taken in the event of a fire in a deep fryer.	Providing information by demonstrating to other people.	7.4

ACTION PLAN

PART 1

We hope that you will learn from and enjoy doing this project. READ it through and make sure you know what you have to do and at which stages of the project you will REVIEW your progress. Check your understanding of the PURPOSES and the CORE SKILLS you will practise to achieve them. On the last page there is an Assessment Form on which will be recorded your achievement of the CORE SKILLS stated in the PURPOSES.

AT WORK — Whilst procedures are vital to deal with fire when it occurs — PREVENTION will always be as important.

1 Draw a plan of your workplace and from your observations indicate on your plan —

a) ESCAPE ROUTES
b) FIRE ESCAPES
c) EMERGENCY LIGHTING
d) FIRE ALARMS
e) FIRE DOORS
f) MUSTER POINTS
g) POSITIONS OF FIRE EXTINGUISHERS

2. Read the instructions and make notes on EACH of the FIRE EXTINGUISHERS.

FIND OUT:
a) How each operates
b) On which type of fire it is to be used

3. REVIEW: To carry out this Review, you should discuss with your supervisor, your understanding of the layout of the kitchen, the escape routes, the extinguishers and their operation.

PART 2

HAZARDS AND ACTION — In the food preparation area there will be many fire hazards.

1. From your observations and other sources, identify these hazards and list them.

2. Many items of equipment in themselves represent a serious hazard, especially when incorrectly used; identify these and FIND OUT the precautions to be taken to adopt safe working practices.

3. Explain to your supervisor what safety practices you would carry out when turning off or handing over the equipment.

4. REVIEW: To carry out this Review, discuss with your supervisor

the list of fire hazards you have identified

the list of precautions to be taken when working with two items of equipment

you should also be able to explain to your supervisor the special precautions you would take when turning off equipment.

PART 3

At Home

1. Draw a plan of your home and on it

   Plan escape routes in the event of fire in

   a) The Bedroom
   b) The Living Room

2. Decide which type of fire extinguishers would be of use in your home and list them

3. Decide where in the home they should be placed and indicate their location on your plan and on a separate sheet give the reasons for your choice

4. REVIEW: To carry out this Review, discuss with your parents, fire precautions in the home.

   Ask your parents to co-operate with you in a fire escape drill practice.

   Check with your supervisor, the work you have done.

   List and see answers to any problems you have encountered.

PART 4

Even in the best organised kitchen, fires occur.

Imagine that you are working in one corner of the kitchen and you turn round and see the deep fryer on fire.

1. Decide on the course of action you would take

2. List the action

3. From the list you have made, arrange to demonstrate to your supervisor and colleagues the action you have decided on

4. REVIEW: This Review is part discussion and part practical, and it is in this last part of the Action Plan that you will show your understanding of the action you should take.

   Discuss your decisions with your supervisor and check out that they are acceptable.

TRAINEE REVIEW

1. What have you learned in completing this project? Look back at the Purposes section this may help you.

2. Were any parts of the Action Plan too difficult? If so, which ones? How did you overcome the difficulties?

3. Were any parts too easy? If so, which ones?

4. Which was the most interesting part of the Action Plan, and why do you think so?

5. Consider ways of building on this project, such as finding out fire procedures necessary whilst camping or caravanning; helping young children understand safety in the home.

SUPERVISOR REVIEW

1. Please refer to Supervisor's Notes.

2. Please read and discuss the questions included under Trainee's Review.

3. Please complete the trainee's Record of Progress Achieved Form, and discuss your assessment with the trainee before initialling it to show that you both agree with the assessment.

4. Please liaise with the off-the-job Tutor during the phased reviews and the final assessment of progress achieved.

ASSESSMENT FORM

ASSESSMENT : RECORD OF ACHIEVEMENT

Work-Based Project Title: FIRE ..... **Trainee's Name:** .....

PURPOSE OR ACTIVITY	CORE SKILL ASSESSED		Further Training Activities	Further Practice Activities	Can Do/ Yes
1. Prepare a Fire Prevention Plan of your workplace.	7.3	Providing information in the form of a Plan			
2. Find out and list the fire hazards in the kitchen and the precautions to be taken.	6.1	Finding out information by speaking to people.			
	6.2	Finding out information from written sources.			
	6.3	Finding out information by observing.			
	7.3	Providing information in writing.			
3. Explain the safe procedures for handing over hazardous equipment.	7.1	Providing information by speaking to other people in the workplace.			
4. Draw a plan of your home and detail particular fire prevention measures.	9.9	Planning how to deal with hazards and difficulties that might arise.			
	10.3	Deciding between alternative courses of action.			
5. Demonstrate the action to be taken in the event of a fire in a deep fryer.	7.4	Providing information by demonstrating to other people.			

COMMENTS: Including other achievements and details of FURTHER training and practice ACTIVITIES AGREED.

SIGNED:– Trainee: ..... **Supervisor:** ..... **Tutor:** .....